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ABSTRACT

A research study was undertaken to determine how U.S. history is taught and what is learned in Indiana public high schools. The objectives of the study included: (1) to ascertain the status of U.S. history in Indiana public schools; (2) to compare results of data with national literature; (3) to identify what is actually taught; (4) to ascertain the extent of teacher reliance on U.S. history textbooks; (5) to identify the level of teacher training; (6) to identify different teaching techniques; and (7) to identify course content. Results indicated that U.S. history teachers are generally well trained and that most are licensed in their teaching areas. Course content is usually taught in chronological order with an emphasis on textbook usage. U.S. history teachers create about one-third of their own curriculum materials. Traditional lectures and class discussions are the most widely used teaching methods, but homework assignments are varied and diversified. Teachers generally create their own tests, which are predominately objective in design. U.S. history is taught in a traditional manner which emphasizes historical content. The study concluded that U.S. history remains an essential aspect of Indiana's secondary curriculum. Tables and questionnaires are included. (JHP)

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STATUS OF UNITED STATES HISTORY IN INDIANA PUBLIC SCHOOLS

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United States History is an important and dominant discipline within the secondary school curriculum. The Task Force on Scope and Sequence in a 1983 report to the National Council for the Social Studies stated:

"The eleventh-grade program should be a comprehensive course in American history that is organized chronologically and serves as a capstone for the study of American history in the elementary and secondary schools. The forces that shaped and continue to shape political, economic, and social institutions should be studied."(11)

The state of Indiana adheres to this guideline because graduation requirements preclude a two semester course in United States History, and a vast majority of Indiana secondary schools teach the course during the eleventh grade. The Indiana Department of Education's course description reads:

"United States History, a two semester course, should serve as a capstone, building upon concepts developed in previous studies in American history."(4)

The study of U.S. History in the secondary classroom has recently come under increased scrutiny. The criticism has come from a variety of sources including professional historians, the media and public, and recent reform reports. Diane Ravitch stated:

"It was nearly impossible to appraise the current state of history in the secondary schools. Educational data collection is today so inadequate that no one can accurately say how history is taught, how well it is taught, or what is learned."(15)

Given the proliferation of recent reform reports concerning secondary education, increased interest within Indiana upon the value of improved education, and recent concerns concerning the status of U.S. History; it would be advantageous to ascertain the status of U.S. History in the public schools of Indiana. The Indiana Council for the Social Studies funded a research grant to gather data in an attempt to discover the status of

United States History in Indiana. The objectives of the research were as follows:

1. to ascertain the status of U.S. History in Indiana public schools.
2. to compare the results of the data with the national literature.
3. to identify actually what is taught behind the course label U.S. History in Indiana public schools.
4. to ascertain the level to which Indiana teachers rely upon the U.S. History textbook.
5. to identify the level of teacher training of those who teach U.S. History.
6. to identify differing teaching techniques used to teach U.S. History in Indiana.
7. to identify the current structure and content of U.S. History courses.

METHODOLOGY AND PROCESS

The research technique used was basically descriptive research because the data was collected by use of a questionnaire. The questionnaire was the most practical and efficient process for gathering the desired data. The descriptive research process was also chosen in an attempt to measure and evaluate what already existed; that is, the status of United States History in Indiana's public schools.

A random stratified sampling process was selected because the identified subgroups in the population needed to be represented in the sample in the same proportion which they existed in the population. The population was 357 public high schools as listed in the 1985-1986 School Directory published by the Indiana Department of Education. The sample consisted of 120 public high schools or one-third of the population. Research experts write that for descriptive research, a sample of 10 percent of the pop-

ulation is considered a minimum.(3) This study utilized a sample of 33 percent which exceeds standard qualifications for acceptable research sampling which gives credence to apply generalizations from the research study. The population was divided into four subgroups according to student population in the schools. Table 1 identified the subgroupings.

TABLE 1

	Pupil Enrollment	Number of Indiana Schools with Enrollment	Number in Sample	Percent of Total Population
Group A	0-499	84	28	23.53
Group B	500-999	156	52	45.70
Group C	1000-1499	62	21	17.09
Group D	1500+	56	19	15.69

Individual schools in the sample were randomly selected using a computer so as to ensure that no school was deliberately excluded. A department questionnaire was developed to gather basic and general data concerning the structure of U.S. History classes and the schools. An individual teacher questionnaire was designed to gather data concerning: 1) teacher training, 2) textbook and curriculum materials, 3) curriculum content and structure, 4) teaching techniques, and 5) evaluation processes. A packet including a cover letter, department chairperson questionnaire, several individual teacher questionnaires, and a self-addressed stamped envelope was mailed to each of the 120 schools in October, 1986. The department chairperson was requested to complete that questionnaire, have teachers complete the individual questionnaires, and return all the material.

Initial sampling obtained a return from 45 schools or 37.5 percent of the sample. A follow-up letter was sent to all non-responding schools on December 9, 1986 which obtained an overall sampling

return of 58 schools or 48.3 percent. In addition, a total of 155 separate teacher questionnaires were returned. Table 2 indicates the data return.

TABLE 2

School Population	Schools Returning/Samples	Percent of Responses	Individual Teacher Responses
0-499	15/28	53.6	24
500-999	28/52	53.8	69
1000-1499	7/21	33.3	23
1500+	8/19	42.1	39

Dr. L.R. Gay argues that if the percentage of returns is not at least 70 percent, the validity of conclusions will be weak.(3) The researcher did send follow-up letters, and while the school return rate is not near 70 percent; the number of individual teacher responses does give credence to the validity of the results. If one were to put 155 U.S. History teachers in a room and ask them to complete a questionnaire about the teaching of U.S. History, one could reasonably investigate the status of U.S. History from the questionnaires. While the researcher was disappointed that schools chose not to respond, the number of individual responses would yield sufficient data from which to draw valid conclusions.

DEPARTMENT CHAIRPERSON QUESTIONNAIRE

The department chairperson questionnaire was designed to obtain data concerning the status of U.S. History within the parameters of the social studies department and the school. Table 3 indicates the raw data from this questionnaire.

Most of Indiana's secondary schools were structured in either a 7-12 or 9-12 grade arrangement. A vast majority of the schools taught U.S. History during the eleventh grade. Only two responding schools, 3.4 percent, taught U.S History in grades other than the

eleventh. One school was going to teach it at the 9th grade beginning with the 1987-88 school year. As school population increased, two trends occurred: 1) the average number of pupils per class tended to increase, and 2) an increase in the number of schools offering academic, general, and remedial U.S. History classes.

Comments from department chairpersons indicate that in most schools U.S. History is taught in a traditional, chronological, survey approach. The structure allowed for individual teacher autonomy yet within the framework of a curriculum guide. The textbook was the basic teaching tool; and in many cases, a teaching framework for the course. One interesting comment stated that U.S. History should be taught for two years in the high school to allow more indepth study. Many schools attempted to focus upon the twentieth century in their U.S. History courses.

TABLE 3

DEPARTMENT CHAIRPERSON QUESTIONNAIRE DATA

Student Population		1-499	500-999	1000-1499	1500+
Number of schools		15	28	7	8
Grade Composition					
7-12		5	9	-	-
9-12		10	17	5	8
10-12		-	1	1	-
Other		-	1 (K-12)	1 (6-12)	-
History taught at 11th grade	YES	15	27	6	8
	NO	-	1	1	-
Average pupils per U.S. History class		23.4	23.8	26.6	28.5
Level of classes	YES	1 (7%)	8 (30%)	3 (43%)	5 (63%)
	NO	14 (93%)	19 (70%)	4 (575)	3 (37%)

INDIVIDUAL TEACHER QUESTIONNAIRE ANALYSIS

This section contains the analysis of the 155 individual teacher questionnaires. The analysis is presented in five sections corresponding to the five categories on the questionnaire. The raw data for the individual teacher questionnaires are reported in a separate section at the end of the research report.

1. Teacher Training

This section of the questionnaire was designed to gather data concerning the level of teacher training and participation in the social studies professional organizations. The data indicates that U.S. History teachers have an average of 18 years experience in the classroom and 14.4 years specifically teaching U.S. History. A large percentage of the 155 respondents are licensed in either social studies or U.S. History with 76 percent of the respondents having a major or minor in social studies and 78 percent of the respondents having a major or minor in U.S. History. The respondents indicated they completed on the average 36.6 semester hours or 41.4 quarter hours of U.S. History. In addition to fewer teachers responding to this section, there was a wide range of completed hours among the respondents. Of the respondents, 83.3 percent had a Master's degree, 13.6 percent held a Bachelor's degree, and only 2.6 percent held a Doctorate degree. Collectively the data indicates that U.S. History teachers in Indiana generally teach in their licensed areas and are well experienced.

The last four areas in section I provided interesting data concerning history teachers. An average of 3 U.S. History classes are taught by each teacher per day. Interestingly, 56.9 percent of the respondents indicated they did not coach which has been a criticism of history teachers in the past. History teachers have been accused

of being coaches first and educators second. Disappointingly, only 23 percent of the responding teachers were members of the Indiana Council for the Social Studies and 24.3 percent were members of the National Council for the Social Studies. These discipline related organizations do provide a substantial amount of services for the classroom history teacher yet only a few teachers chose to take advantage of the opportunities provided by these organizations.

II. Textbook and Curriculum Material

This section was designed to obtain data concerning which textbooks were used and usage of ancillary materials. Table 4 indicates that a wide variety of textbooks are used in Indiana which is reflective of the new textbook adoption policy that has dramatically increased the number of acceptable U.S. History textbooks. The top five textbooks used are: 1) A History of the United States, 2) Our Land, Our Times, 3) American Tradition, 4) The Americans, and 5) The Rise of the American Nation. Our Land, Our Times and The Americans are used among the schools of all four pupil population categories with the remaining top three textbooks used in three of the four categories concerning pupil population.

Over half of the respondents utilized some form of ancillary materials. While not all 155 respondents completed this category, 53.4 percent used the workbook while 46.6 percent choose not to utilize this source. It would be interesting to ascertain why some teachers choose not to use such commercially prepared sources. While the data does not relate the reason, it might be plausible to suggest that some teachers find such material superficial, too costly, or providing less than a valuable learning experience for the students. Interestingly, outside books and readings were used

by nearly 75 percent of the respondents. In light of the recent reform reports which advocate more student reading, this data suggests that in Indiana's U.S. History classrooms; teachers do emphasize the importance of reading within the framework of the discipline to some degree.

TABLE 4: TEXTBOOKS

Textbook	0-499	500-999	1000-1499	1500+	TOTAL
The US History of Republic	4	3	-	-	7
The Americans	2	6	4	5	17
The United States	2	-	-	4	6
Our Land, Our Times	4	13	4	7	28
A People & A Nation	1	-	-	-	1
The Glorious Republic	4	3	-	-	7
United States History	1	1	-	2	4
Challenge of Freedom	1	-	-	-	1
Heritage of Freedom	1	1	-	-	2
One Flag, One People	1	-	-	-	1
Land of Promise	-	1	4	-	5
A History of the United States	-	15	6	9	30
Am: Its People & Values	-	2	-	-	2
American Tradition	-	12	1	7	20
People & Our Country	-	2	-	-	2
Exploring Our Nations History	-	1	-	-	1
History of the American Hist.	-	1	-	-	1
America Is	-	2	-	-	2
This Is America's Story	-	1	-	-	1
Rise of the American Nation	1	-	2	7	10
American History for Today	-	-	1	-	1
American Adventures	-	-	1	-	1
Life & Liberty	-	-	1	1	2
Our Land, Our People	-	-	-	2	2
The American Pagent	-	-	-	1	1

III. Curriculum Content and Structure

This section was designed to obtain data to ascertain the structure and basic organization of the U.S. History course as taught in Indiana public schools including supplementary materials. Indiana U.S. History teachers, 92.3 percent, overwhelmingly follow the Indiana Department of Education guidelines and teach in a chronological manner; while only 5.6 percent teach topically and 2.1 percent teach in a reversed chronological manner. The researcher allowed the respond-

ents to self-define what was meant by topically and reversed teaching. Various comments from the respondents indicate most history teachers teach the course in a structured, chronological, and traditional manner focusing upon the historical facts and knowledge content. Typical comments included: "We try to cover the entire history of U.S. from colonial times to present with emphasis on certain periods of time."; and "We are traditionalists here at-----. Our approach is the traditional survey of the American experience. We attempt to conclude study of the nineteenth century by the end of the first semester and devote the second semester to the complexity of the twentieth."

The data from section III indicates a vast number of teachers begin with the discovery/exploration era while some begin with the native Americans. The first semester encompasses the eras of discovery, exploration, national growth, westward expansion, and the civil war. However, 53.4 percent of the teachers end the first semester with some post civil war topic. Reconstruction was the top ranking topic area with which teachers began the second semester. Interestingly, 31.8 percent of the teachers began the second semester with some topic close to the 20th century which allows those teachers to emphasize the 20th century during the second semester as advocated by the Indiana Department of Education.

The data indicates that a vast majority of teachers reach the post World War 2 era which enables students to study recent American history as advocated by the National Council for the Social Studies. Of those teachers reporting, 51.4 percent indicated they got into "recent" times while 78.3 percent of the teachers indicated reaching the post World War 2 era. This data dispells the criticism that history teachers do not get into modern times; however, trade-offs

must occur. In order to reach the twentieth century, the teacher must either be very selective in what areas are taught or be superficial if all eras are taught in a survey approach.

The data indicates a continued preponderance upon textbook usage in U.S. History classrooms in Indiana. Of the 155 respondents, 94.1 percent indicated they used a textbook at least 50 percent of the time. This data is substantiated by earlier research which indicates teachers use textbooks for more than 70 percent of their instruction time while commercially produced instructional materials constituted nearly 90 to 95 percent of material used.(7) Such reliance upon textbooks tend to dictate content teaching because the textbook is easy to follow. Teachers need to be aware of the amount of textbook usage in their classrooms because teachers can become "locked into" a text and fail to more fully develop the dynamics of U.S. History for students. In addition, 66.4 percent of the teachers indicated they relied upon textbook supplementary materials less than 50 percent of the time with the largest amount of data at the 20 percent and 10 percent categories of the scale.

Several types of supplementary materials and usage were listed. A smaller number of teachers responded to section III-7 than previous sections. The preponderance of responses were registered in the 20 percent to 0 percent categories. A plausible explanation for the distribution of the data could be a result of the variety of materials from which the respondents could choose as well as an indication that a variety of supplementary materials are used to some degree. No one supplementary material seemed to indicate predominant usage by teachers. Interestingly, 41.5 percent of the respondents indicated that they used workbooks 0 percent of the time which is consistent

with the data found in the ancillary material section.

The research also attempted to ascertain the amount of curriculum created by the individual teacher. Nearly 62 percent of the responses were in the 50 to 20 percent range which indicates that while not all teachers create their own materials, many U.S. History teachers in Indiana frequently create some of their own curriculum materials.

TABLE 5: FIRST SEMESTER BEGINS

	0-499	500-999	1000-1499	1500+	TOTAL
Native Americans	4	19	3	8	34
Discovery/Exploration	10	24	13	30	77
Colonial Period	4	17	1	-	22
1980-1986	1	2	-	-	3
Anti-bellum Era	-	1	2	-	3

TABLE 6: FIRST SEMESTER FINISHES

	0-499	500-999	1000-1499	1500+	TOTAL
Civil War	15	25	12	14	66
Reconstruction	1	3	3	11	18
1880-1890's	-	-	-	11	11
World War 1	-	5	2	1	8
1900	2	-	2	1	5
Spanish-Am. War	-	15	-	-	15
1870's	-	5	-	-	5
War 1812	-	1	-	-	1
World War 2	-	1	-	-	1
1850's	-	6	1	-	7

TABLE 7: SECOND SEMESTER BEGINS

	0-499	500-999	1000-1499	1500+	TOTAL
Reconstruction	15	26	12	14	67
Civil War	-	6	1	-	7
Spanish-Am. War	1	-	1	9	11
Progressivism	1	5	-	-	6
1900	-	14	1	4	19
Industrialization	-	1	-	5	6
1920's	-	4	1	1	6
1820's	-	1	-	-	1
World War 1	-	2	1	2	5
Western Movement	-	-	-	4	4

TABLE 8: SECOND SEMESTER FINISHES

	0-499	500-999	1000-1499	1500+	TOTAL
Present	6	30	5	30	71
World War 2	3	2	7	2	14
1940's	1	2	-	-	3
1950-1960's	3	6	5	5	19
1970	-	9	-	-	9
Vietnam	5	7	-	3	15
Korea	-	1	1	2	4
Depression	-	1	-	-	1
1900	-	1	-	-	1
Reconstruction	-	1	-	-	1

IV. Teaching Techniques

This section was designed to gather data to ascertain what teaching techniques are used by those who teach U.S. History. The data indicates that a variety of teaching techniques were used by Indiana teachers. An interesting statistic was the number of respondents to this section which ranged from 147 to only 72. Lecture and class discussion were the techniques which obtained the most responses while other techniques received substantially less responses. The technique with the widest range of data responses among the percent categories was the lecture technique which was not surprising since teachers tend to teach to some degree how they were themselves taught. The second highest areas of teacher techniques were class discussion and question and answer. Some teachers in the comment section indicated that they combined the lecture, question and answer, and class discussion techniques in their individual classrooms. The three audio-visual techniques; films, filmstrips, and VCR's all had an overwhelmingly large concentration of responses in the 10 percent category which would indicate that U.S. History teachers do NOT use AV materials as the primary teaching tool but as a supplementary teaching tool.

Analyzation of the data from this section tends to indicate a teacher centered approach to the teaching of U.S. History. The class-

room teacher seems to dominate the classroom activity. This finding in itself does not necessarily indicate poor teaching because this research cannot in any meaningful manner evaluate individual teacher effectiveness.

The preponderance of data recorded in the 20 and 10 percent categories except for the lecture technique indicates that teachers use a variety of teaching techniques in the classroom. While some techniques are used more than others, U.S. History teachers demonstrate flexability and variety concerning their teaching techniques. Other techniques listed by teachers included role playing, independent study, and research.

The last question in this section concerned homework; and provoked the largest number of respondents and a wide range of category inclusion. The responses were spread over the entire range of percent categories which indicate that teachers have a wide diversity concerning the amount of homework assignments made in their classes.

V. Evaluation

This section was designed to gather data to ascertain by what processes students were evaluated in the U.S. History courses. Nearly two-thirds of the classroom teachers, 65.3 percent, created their own tests which indicate a desire to adapt testing procedures to their individual student population. Creation of tests allows for teacher flexability in the testing process as well as providing for a variety of test procedures within a single test. Only 13.2 percent of the respondents indicated reliance upon tests created by the textbook companies; and 21.5 percent of the respondents indicated that their tests were a combination of their own creation and tests from companies.

A variety of processes were used to evaluate the students. The data indicates that the traditional test dominated the evaluation

process with 60 percent of the respondents indicating that tests composed 60 to 40 percent of the student's grade. Data responses in the other four factors of grade computation: homework, reports or projects, quizzes, and class participation indicate less emphasis by the teachers. The data from these categories indicated responses centering in the 30 percent and less categories. While tests were viewed as an important component of grade calculation, they were not portrayed as the sole determinant of a student's grade.

The role of homework has become a much discussed educational topic in recent literature. Respondents indicated a variety of responses when asked to comment on the role of homework in their classes. To obtain an increase in knowledge was the number one response; however, the next three recorded a close number of responses: 1) to reinforce class discussions, 2) to prepare for tests, and 3) to help read the textbook. Viewing the three categories as a group: 1) to increase knowledge, 2) reinforce class discussion, and 3) to help read the text, indicates that teachers view homework as an essential element for acquiring historical information so as to conduct a class in which students can participate based upon that historical knowledge. One respondent stated: "Without assigning homework the students would not read the text material and would not understand the discussion." Many teachers indicate that without the homework assignments, students would not do work on their own to acquire the content knowledge. Table 9 indicates the teacher responses concerning the role of homework.

Responses to question 4 in Section V concerning types of test questions included a preponderance of objective test questions. Table 10 reports this data. Multiple choice and matching questions ranked 1st and 2nd in popularity, while essay questions ranked 3rd. There was no differentiation of the length or magnitude of the essay ques-

tions. Questions encompassing the higher order learning skills such as compare and contrast, inference, cause and effect, and judgment were not utilized by reporting teachers to a large degree. It is not difficult to ascertain why teachers use tests which include large numbers of objective questions and few essay questions. Teachers in Indiana typically have 120 to 150 students per day, and large numbers of students negate a teacher's ability to adequately grade such a large number of essay tests. Simply put, there is not enough time and far too many students to utilize a large number of essay questions or entire essay tests. Two respondents so adaptly commented on the situation, "...used to use essay tests but with 30-32 students per class, it is impractical." The second stated, "It is difficult to find time to grade essays although I do think they are a valuable tool in evaluation."

TABLE 9: ROLE OF HOMEWORK

	0-499	500-999	1000-1499	1500+	TOTAL
Increase content knowledge	3	16	8	7	34
Reinforce class discussion	-	8	6	14	28
Preparation for tests	3	10	3	9	25
Help read textbook	5	10	1	7	23
Clarify text material	1	-	6	3	10
Determine grade	1	8	-	-	9
Enhance writing skills	-	2	4	1	7
Enhance reading skills	-	2	-	1	3
Supplement class work	2	-	-	-	2
Develop vocabulary	1	-	-	1	2
Higher order skills	-	2	-	-	2
Preparation for lecture	1	-	-	-	1
Supplement lecture	1	-	-	-	1
Out of class assignments	1	-	-	-	1
Enhance content units	-	-	1	-	1
Special reports	-	-	-	1	1

TABLE 10: TYPES OF TEST QUESTIONS

	0-499	500-999	1000-1499	1500+	TOTAL
Multiple choice	15	38	11	26	90
Matching	13	33	15	19	80
Essay	12	33	9	20	74
True & False	7	30	8	12	57
Fill in	5	21	11	10	47
Short answer	5	21	4	15	45
Chronology	5	5	2	-	12
Maps-charts-graphs	-	4	5	3	12
Identification	-	5	1	4	10
List in order	2	-	-	5	7
Vocabulary	-	2	-	2	4
Cause & effect	-	1	-	1	2
Compare & contrast	1	-	-	-	1
Open ended	-	-	-	1	1
Definition	-	-	-	1	1
Inference	-	-	-	1	1
Judgment	-	-	-	1	1

NATIONAL LITERATURE

The study of U.S. History in the secondary classroom has recently come under increased scrutiny. Areas of concern reported by various authors include: 1) U.S. History losing its integrity and identity as a separate discipline, 2) history teachers not getting to the present era, 3) failure to emphasize homework, and 4) failure of students to acquire historical content knowledge.

1. Loss of Integrity and Identity

Various authors have reported a serious erosion and significant dilution and fragmentation of U.S. History. Diane Ravitch stated in 1985 that, "There is a reason to fear that it (U.S. History) is losing its integrity as well as its identity as a field of study under the umbrella called "Social Studies"."(15) She argued that educators did not know what was behind the course label called U.S. History.(15) A study in 1975 by the Organization of American Historians reported a significant dilution and fragmentation in the teaching of secondary school history.(15) The author of the report, Richard S. Kirkendall,

detected that in some localities U.S. History was generally incorporated into social studies units and that U.S. History as a separate discipline was being de-emphasized.(6) Ravitch wrote in 1985 of the OAH report, "History in public schools has been seemingly eroded, absorbed within the amorphous field of social studies."(15) Further identification of this process was reported in Bulletin 74, History In The Schools, edited by Matthew T. Downing for the National Council for the Social Studies in 1985.

The data collected by this research project in addition to other pieces of information indicate that U.S. History has NOT lost its integrity and identity in Indiana public schools. The research project has data which allows researchers to look behind the label to analyze what is being taught in the U.S. History classrooms. The data indicates that there is not a fragmentation or dilution of U.S. History under the umbrella of social studies in Indiana public schools. Data indicates that 92 percent of the U.S. History classes are taught in a chronological manner which would lend itself to the teaching of historical content knowledge. The first semester generally emphasizes the pre-civil war material while the second semester generally emphasizes the late 19th and 20th century events with 78.3 percent of the teachers reaching the post-World War 2 era. Furthermore, the data from the evaluation section indicate that teachers place emphasis upon content knowledge, test students upon this content, and expect students to demonstrate knowledge of this content.

Other items indicate that Indiana has not experienced this fragmentation of U.S. History as a discipline. The state curriculum guideline for U.S. History from the Indiana Department of Education calls for an emphasis upon content knowledge as well as skills. The National

Council for the Social Studies Scope and Sequence published in the April 1984 issue of Social Education listed content knowledge as one of the major goals in the document. The document called for the U.S. History course to include the chronological, political, social, and economic areas of study.(11) In 1986, the Indiana Department of Educatic created a team to write specific proficiency statements and proficiency indicators for U.S. History. An area of concern for the writing team was that students would be proficient in content knowledge. The team indicated that students needed to have a base of historical content knowledge before the needed higher order learning skills could be demonstrated. Indiana seems to have prevented the loss of integrity and identity of the U.S. History course and retained it as a separate discipline.

2. Reaching the Present Era

A second major criticism concerns the lack of teaching recent historical content material. Ernest Boyer in the reform book, High School, found that students in the U.S. History classes often retain superficially the chronology of American history rarely getting to the post World War 2 era.(1) One college instructor discovered that only seventeen of thirty-six students in a sophomore history class had gotten into the post World War 2 period during their eleventh grade U.S. History class.(9) A recent article in Education Week concerning a United States History curriculum conference at Stanford University in California stated, "Teachers also said that most of their history classes never get beyond World War II, due to time pressures."(12)

The data from section III of the research project indicates that Indiana history teachers are in fact getting to the "recent" times or at least the post World War 2 era. This is vitally important because its aftermath molded the modern world in which the present generation

of secondary students live. Nearly 92 percent of the teachers teach in a chronological manner which does entail time restraints as mentioned at the Stanford conference. Of the 138 respondents to this question, only 10 percent indicated they ended in the World War 2 era. Of the respondents, 51.4 percent indicated they got into the "present" era while 78.3 indicated reaching the post-World War 2 era. The data rebukes the criticism that Indiana U.S. History teachers do not teach recent history in their courses. Of course, given the time restraints, U.S. History teachers are faced with a selectivity dilemma: either teach some material in depth thereby superficially teaching other historical content or superficially teach the historical content so as to cover the entire survey of U.S. History. Each and every classroom teacher in Indiana faces such a selectivity dilemma. In summary, since three-fourths of Indiana's teachers are getting into the post-World War 2 era, research data dispells the criticism, at least in many of Indiana's public schools.

3. Failure to Emphasize Homework

A third major criticism is that teachers in general fail to emphasize homework which reflects upon U.S. History teachers. In 1983, the National Commission on Excellence in Education reported in A Nation At Risk that areas of noticeable deficiencies included a decrease in the amount of homework for high school seniors.(10) Powell, Farrar, and Cohen, authors of The Shopping Mall High School, discuss teachers who abandon or relax demands or to better accommodate students by relocating homework to the classroom.(13) Ernest Boyer, in his reform report High School, identified reduced homework, among other reasons as a possible cause of the downswing of SAT scores.(1) The amount of criticism concerning the lack of assigned homework is massive.

The data from the study indicated a wide range concerning the amount of homework given by U.S. History teachers. Of the 155 respondents, 147 responded to this question which is nearly 95 percent. The question posed was, 'About how much of the time do you give homework assignments?'. The data is reported in Table 11.

TABLE 11: HOMEWORK ASSIGNMENTS

	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
RAW DATA	15	16	15	13	16	19	15	13	14	11	0
PERCENT	10.2	10.9	10.2	8.8	10.9	12.9	10.2	8.8	9.5	7.5	0

According to the data, 64 percent of the respondents, 94/147, gave homework 50 percent or more of the time. When the data is analyzed in thirds, the results indicate that 40 percent of the teachers gave homework 70 percent of the time or more, 34 percent of the teachers gave homework between 60 and 40 percent of the time, and 26 percent of the teachers gave homework 30 percent of the time or less. The data indicates that a wide diversity existed among teachers concerning how much of the time homework was assigned. However, while the diversity is apparent, homework assignments are assigned more times than not. In addition, data from Section V on evaluation indicated that homework accounted for nearly 25 percent of a student's grade.

Teachers' comments concerning the role of homework in U.S. History classes were varied and enlightening. One teacher commented that, "Homework is given only one or two days a week." Another commented, "I assign WB(workbook) and review questions almost every day as a reinforcement of textbook information." A third commented, "Used to stimulate habits of study and responsibility as well as to acquire factual historical knowledge." Finally a fourth comment summed up the feelings of some teachers, "They must complete homework or they fail."

Analysis of the data indicates that many U.S. History teachers do consider homework a vital component of the class and do emphasize homework; however, a wide variety does exist.

4. Lack of Content Knowledge

A fourth major criticism is that students exhibit a lack of content knowlede or a lack of historical facts. Arthur S. Link, a prominant historian, was motivated to join a NCSS created national commission on the social studies because of a growing concern about what he called the "collective historical amnesia" settling over the country.(14) He stated, "I see, even here at Princeton, young men and women who come to a very prestigious university and know nothing about their past. It frightenes me."(14) Robert Marquand writing in the Christian Science Monitor stated, "In a country wide sampling, two-thirds of the seniors could not place the Civil War in the correct half-century. Three-fourths did not know who Walt Whitman or Carl Sandburg was. Half could not identify Winston Churchill or Joseph Stalin."(8)

These are stinging criticisms of the U.S. History teaching in America which should concern all teachers; however, this research project was not designed to gather data from which to obtain any answers to this problem within the state of Indiana. The data needed to analyze this problem might be gathered by the Department of Education as it enters the era of testing and accountability within the separate disciplines.

SUMMARY

In summary, what is the status of U.S. History in Indiana's public schools? U.S. History teachers in Indiana are well experienced and for the most part licensed in their area with a minor endorsement in other social studies areas. U.S. History classses are chronologically

taught with the first semester emphasizing the pre-20th century while the late 19th and 20th century being emphasized in the second semester. There is a great emphasis placed upon the textbook with much less emphasis placed upon the supplementary materials. A variety of supplementary materials are used with no one kind used to a predominant degree. Collectively U.S. History teachers create only about one-third of their curriculum material.

A variety of teaching techniques are utilized with the traditional lecture as well as class discussion and question and answer being widely used. Usage of homework assignments is varied and diversified among the respondents of the questionnaire. Teachers generally create their own tests and use a variety of evaluation techniques to compute the students' grades. Objective tests are predominately used because of the number of students taught on a daily basis and the time constraints which exist because of the class size and number of students.

As a discipline, U.S. History is not losing its integrity and identity in the state of Indiana. While other states may have diluted the course labeled U.S. History, Indiana schools teach U.S. History in a somewhat traditional manner in which historical content knowledge is emphasized. U.S. History as taught in Indiana public secondary schools remains an essential aspect of the secondary school experience.

INDIVIDUAL TEACHER QUESTIONNAIRE

RAW DATA

This section contains the raw data compiled from the 155 individual teacher questionnaires. The data was tabulated and reported by school enrollment. Row A or column A represents schools with a student population of 1-499; Row B or column B represents schools with population of 500-999; Row C or column C represents schools with population of 1000-1499 and Row D or column D represents schools with population of 1500+. N represents the number of respondents to that specific question. A mean is represented by m; and a total mean and percentages have been computed for some of the questions. Various tables and charts have been compiled to report the data when listings were required.

INDIVIDUAL TEACHER QUESTIONNAIRE

This questionnaire is designed to gather data on the teaching of United States History. Please answer the questions as they apply to your individual classroom. No attempt will be made to judge teaching nor compare and contrast of individuals or schools will occur. Your reponse is vital to the acquisition of needed data for the research study. Complete one questionnaire for each U.S. History teacher.

I. TEACHER TRAINING

1. Number of years taught:

	A	B	C	D	Total
N	23	68	23	39	153
m	16.0	16.8	18.6	21.4	M=18.2

2. Number of years teaching U.S. History:

	A	B	C	D	Total
N	24	67	23	39	153
m	12.7	13.6	16.0	16.0	M=14.4

3. Licensed Areas

A. Social Studies:

	Yes	No	Major; Yes	No	Minor
A	16	2	-	3	
B	47	1	5	-	
C	16	-	2	-	
D	30	-	1	-	
TOTAL	109	3	8	3	

B. U.S. HISTORY:

	Yes	No	Major; Yes	No	Minor
A	19	-	1	-	
B	48	-	12	-	
C	9	-	7	-	
D	17	-	8	-	
TOTAL	93	-	28	-	

C. Other

	Yes	No
A	14	1
B	40	-
C	8	-
D	22	-
TOTAL	84	1

4. Approximate hours in U.S. History: Semester or Quarter

Semester Ave. 36.6

Quarter Ave. 41.4

	N	m	N	m
A	8	29.9	5	23.6
B	33	33.6	20	44.8
C	11	46.9	4	26.3
D	20	38.3	9	51.2

5. Degree:

	BA	MA	Doctorate
A	4	19	1
B	10	57	1
C	3	20	-
D	4	33	2
TOTAL	21 (13.6%)	129 (83.8%)	4 (2.6%)

6. Periods of U.S. History you teach daily:

	A	B	C	D	
m	2.61	2.75	3.68	3.0	Average m=3.01

7. Do you coach:

	Yes	No
A	14	10
B	30	38
C	11	12
D	11	27
TOTAL	66 (43.1%)	87 (57.9%)

8. ICSS Member:

	Yes	No
A	3	18
B	15	45
C	4	19
D	10	25
TOTAL	32 (23%)	107 (77%)

9. NCSS Member:

	Yes	No
A	3	19
B	17	45
C	2	21
D	13	24
TOTAL	35 (24.3%)	109 (75.7%)

II. TEXTBOOK AND CURRICULUM MATERIALS

1. Textbook Used: See Table 4 in Section II

2. Ancillary materials:

A. Workbook usage:

	Yes	NO
A	16	7
B	34	29
C	12	9
D	14	23
TOTAL	76 (52.8%)	68 (47.2%)

B. Outside Books:

	Yes	No
A	16	4
B	46	17
C	9	9
D	27	8
TOTAL	98 (72%)	38 (28%)

C. Outside Readings:

	Yes	No
A	17	5
B	47	15
C	15	5
D	27	6
TOTAL	106 (77.4%)	31 (22.6%)

III. CURRICULUM CONTENT AND STRUCTURE

1. Briefly describe the structure, organization, and/or focus of your U.S. History class.

See Analysis in Section III

2. Materials taught:

	Chronologically	Topically	Reversed
A	20	2	1
B	60	2	2
C	16	3	-
D	35	1	-
TOTAL	131 (92.3%)	8 (5.6%)	3 (2.1%)

3. 1st Semester areas of study:
   A. Where do you generally begin: See Table 5

   B. Where do you generally finish: See Table 6

   C. Any specific areas of intense work: See Section III

4. 2nd Semester areas of study:
   A. Where do you generally begin: See Table 7

   B. Where do you generally finish: See Table 8

   C. Any specific areas of intense work: See Section III

5. Amount of textbook Usage:

N=152	100%	90	80	70	60	50	40	30	20	10	0
A	1	7	6	4	4	1	-	-	-	-	-
B	9	18	16	7	5	8	-	2	1	1	-
C	2	11	1	3	2	1	-	1	1	1	-
D	1	14	13	5	2	2	-	2	-	-	-
TOTAL	13	50	36	19	13	12	-	5	2	2	-

6. Reliance upon the text-book supplementary materials:

		100%	90	80	70	60	50	40	30	20	10	0
	A	1	2	1	1	2	3	1	2	3	6	-
N=152	B	-	2	3	4	4	9	3	8	15	14	6
	C	-	-	2	3	-	3	2	1	4	3	5
	D	-	1	3	3	-	4	4	5	6	11	2
	TOTAL	1	5	9	11	6	19	10	16	28	34	13

7. Types of supplementary materials and usage:

A. Workbook

		100%	90	80	70	60	50	40	30	20	10	0
	A	3	1	1	1	1	1	2	-	1	4	4
N=113	B	-	1	2	2	1	3	4	4	5	9	19
	C	-	-	2	-	-	1	1	2	2	2	9
	D	-	1	-	1	-	2	2	2	1	3	15
	TOTAL	3	3	5	4	2	7	9	8	9	18	47

B. Chapter handouts:

		100%	90	80	70	60	50	40	30	20	10	0
	A	2	1	3	1	-	1	2	1	5	3	1
N=125	B	4	-	1	3	3	2	6	5	10	12	9
	C	2	-	2	-	-	-	3	2	2	6	2
	D	1	1	1	-	3	6	1	3	4	7	4
	TOTAL	9	2	7	4	6	9	12	11	21	28	16

C. Outside readings

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	1	1	2	6	7	2
N=125	B	-	-	-	-	1	2	9	11	7	16	8
	C	-	-	1	-	1	1	-	-	4	10	2
	D	-	-	1	-	1	1	2	4	8	10	6
	TOTAL	-	-	2	-	3	5	12	17	25	43	18

D. Projects

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	1	-	1	3	2	5	6
N=121	B	1	-	-	1	-	4	3	12	16	12	6
	C	1	-	-	-	-	1	-	1	2	6	5
	D	-	-	1	-	1	2	5	3	3	9	8
	TOTAL	2	-	1	1	2	7	9	19	23	32	25

E. Book reports

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	1	-	-	2	2	5	5
N=98	B	1	-	1	-	-	-	2	5	6	8	22
	C	1	-	-	-	-	1	-	1	3	2	6
	D	-	-	-	1	-	1	-	-	8	3	11
	TOTAL	2	-	1	1	1	2	2	8	19	18	44

		100%	90	80	70	60	50	40	30	20	10	0
F. Maps												
	A	-	1	2	2	-	2	2	-	4	2	4
N=128	B	2	2	1	4	3	3	5	6	13	17	3
	C	-	-	-	1	-	1	-	4	4	7	1
	D	-	1	-	2	1	2	3	5	6	11	2
	TOTAL	2	4	3	9	4	8	10	15	27	37	10
G. Writing activities		100%	90	80	70	60	50	40	30	20	10	0
	A	1	-	-	1	2	-	1	2	7	7	1
N=130	B	1	4	1	1	4	5	9	3	13	13	5
	C	1	1	-	-	1	1	-	4	4	2	4
	D	2	-	2	2	-	3	3	5	6	4	4
	TOTAL	5	5	3	4	7	9	13	14	30	26	14
8. Amount of curriculum materials created by you as a teacher:		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	1	1	1	4	5	3	4	2
N=134	B	1	1	3	1	6	14	3	14	9	4	-
	C	1	1	3	4	-	3	4	1	3	1	1
	D	-	2	4	2	3	6	4	5	4	4	1
	TOTAL	2	4	10	8	10	24	15	25	19	13	4
IV. TEACHING TECHNIQUES												
1. Lecture		100%	90	80	70	60	50	40	30	20	10	0
	A	-	1	2	3	2	4	3	2	4	1	-
N=145	B	1	4	8	6	6	11	4	8	8	7	1
	C	2	2	2	2	2	2	4	2	3	1	1
	D	-	2	4	4	3	5	3	4	5	5	1
	TOTAL	3	9	16	15	13	22	14	16	20	14	3
2. Class discussion		100%	90	80	70	60	50	40	30	20	10	0
	A	-	1	-	-	-	1	6	2	9	2	-
N=142	B	-	4	6	4	3	5	6	15	12	7	-
	C	1	1	1	2	-	2	3	3	6	3	-
	D	-	1	3	1	3	6	4	5	8	5	1
	TOTAL	1	7	10	7	6	14	19	25	35	17	1
3. Question & answer		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	1	3	4	7	4	-
N=132	B	-	4	7	2	2	4	4	7	12	19	-
	C	1	1	1	-	1	1	4	1	4	5	-
	D	-	1	2	2	2	4	4	6	9	2	1
	TOTAL	1	6	10	4	5	10	15	18	32	30	1

4. Small groups		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	1	-	-	1	-	9	5
N=101	B	-	-	-	1	-	-	2	1	9	24	11
	C	-	-	-	-	-	1	-	1	2	7	5
	D	-	-	-	-	-	1	3	1	3	10	3
	TOTAL	-	-	-	1	1	2	5	4	14	50	24

5. Film		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	-	-	1	5	10	1
N=113	B	-	-	1	1	1	-	2	3	6	30	6
	C	-	-	-	-	-	1	-	3	4	10	1
	D	-	-	-	-	-	1	-	1	5	16	4
	TOTAL	-	-	1	1	1	2	2	8	20	66	12

6. Filmstrip		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	-	3	-	2	12	1
N=104	B	-	-	-	1	-	1	-	4	5	27	6
	C	-	-	-	-	-	1	-	1	-	12	2
	D	-	-	-	-	-	1	-	1	3	15	6
	TOTAL	-	-	-	1	-	3	3	6	10	66	15

7. VCR		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	-	2	3	4	9	1
N=110	B	-	-	-	1	-	1	2	5	7	25	4
	C	-	-	-	1	-	-	2	2	1	12	-
	D	-	-	-	-	-	1	-	5	3	17	2
	TOTAL	-	-	-	2	-	2	6	15	15	63	7

8. Inquiry		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	1	-	2	1	1	5	4
N=95	B	-	1	-	-	3	2	1	5	2	18	10
	C	-	-	-	-	-	-	3	-	-	6	4
	D	-	-	-	-	-	1	-	4	4	11	6
	TOTAL	-	1	-	-	4	3	6	10	7	40	24

9. Simulation		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	1	-	1	1	4	4
N=72	B	-	-	-	-	-	-	1	3	7	15	10
	C	-	-	-	-	-	-	1	-	1	3	5
	D	-	-	-	-	1	-	1	-	1	4	8
	TOTAL	-	-	-	-	1	1	3	4	10	26	27

10. Other(s): See Section IV

11. About how much of the time do you give homework assignments?

		100%	90	80	70	60	50	40	30	20	10	0
	A	3	3	2	2	1	4	1	2	5	-	-
N=147	B	6	10	6	8	5	7	8	5	3	5	-
	C	2	1	1	-	4	4	3	4	3	2	-
	D	4	2	6	3	6	4	3	2	3	4	-
	TOTAL	15	16	15	13	16	19	15	13	14	11	-

V. EVAUATION

1. Do you generally: A. create your own tests
B. utilize textbook test from company

		A (Own test)	B (Textbook test)	Divided
	A	12	4	6
N=144	B	42	9	10
	C	18	2	3
	D	22	4	12
	TOTAL	94 (65.3%)	19 (13.2%)	31 (21.5%)

2. Percent of grade computed by:

A. Tests

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	2	2	3	6	3	4	1	-	-
N=145	B	-	4	5	8	13	12	7	12	1	2	1
	C	1	1	1	-	7	6	5	1	-	-	-
	D	1	2	1	2	7	11	8	2	3	-	-
	TOTAL	2	7	9	12	30	35	23	19	5	2	1

B. Homework

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	1	-	2	-	8	8	4	-
N=126	B	-	-	1	-	-	3	6	13	14	15	4
	C	-	-	-	-	1	-	2	6	3	6	1
	D	-	-	-	1	-	3	2	2	15	5	-
	TOTAL	-	-	1	2	1	8	10	29	40	30	5

C. Reports & projects

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	1	-	-	3	9	1
N=94	B	-	-	-	-	-	-	1	7	13	19	2
	C	-	-	-	-	-	1	-	-	4	6	2
	D	-	-	-	2	-	-	-	1	7	13	2
	TOTAL	-	-	-	2	-	2	1	8	27	47	7

D. Quizzes

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	1	-	3	3	8	-
N=105	B	-	-	1	-	1	2	2	5	18	21	1
	C	-	-	-	-	-	-	2	-	7	3	-
	D	-	-	1	1	-	-	1	5	7	11	1
	TOTAL	-	-	2	1	1	3	5	13	35	43	2

E. Class participation

		100%	90	80	70	60	50	40	30	20	10	0
	A	-	-	-	-	-	-	-	-	2	9	-
N=93	B	-	-	-	-	1	-	-	2	8	22	6
	C	-	-	-	-	-	-	-	1	6	8	1
	D	-	-	-	1	-	-	-	4	7	13	2
	TOTAL	-	-	-	1	1	-	-	7	23	52	9

F. Others: See Section V

3. Briefly comment upon the role of homework in your U.S. History class:

See Table 9 and Section V

4. Briefly list the types of questions you use on a typical test:

See Table 10 and Section V

Dear Social Studies Department Chairperson,

Under the auspices of the Indiana Council for the Social Studies, your school has been selected as a participant in a research study which will attempt to ascertain the status of the teaching of United States History in the State of Indiana. The study of United States History in the secondary classroom has recently come under scrutiny. Various authors have reported a serious erosion and significant dilution and fragmentation of United States History. As a classroom teacher of United States History at Muncie Southside High School, I am vitally interested in the status of this subject in the classrooms of Indiana's public schools.

Your participation in this research study is needed to obtain the data with which to ascertain the status of United States History as taught in Indiana. As a participant, only you and the classroom teachers in your department can provide the needed data and information. No attempt to judge teaching nor compare and contrast of schools will be done because the nature of the research study is to gather data concerning what and how United States History is taught in Indiana and to report the data through the Indiana Council for the Social Studies.

As department chairperson, please complete the first questionnaire which describes the general nature of the school and the department. The second questionnaire is to be completed by EACH teacher teaching United States History. While I understand that your time is valuable, please return all completed questionnnaires in the self-addressed envelope as soon as possible. Results of the research will be made available through the ICSS at the 1987 State Convention; however, if you would like a copy, please indicate on the department chairperson questionnaire.

Thank you so much for your time and help. Your input will enable me to complete the research and ascertain the status of the study of United States History in Indiana. If you have any questions, please call me collect at 317-288-1273. Again thank you for your time and help.

Sincerely,

Dr. Carl R. Siler

DEPARTMENT CHAIRPERSON QUESTIONNAIRE

1. School:

2. Student population:

3. Grade level in your school: 7-12 9-12 10-12 11-12 Other

4. Grade in which U.S. History is taught: 9 10 11 12

5. Number of sections and/or classes of U.S. History:

6. Approximate total number of students taking U.S. History:

7. Does your school use a tracking concept in U.S. History: Yes No

8. If #7 is yes, what is approximate percentage in each:
   A. Honors/Academic:
   B. General:
   C. Remedial:

9. Number of teachers teaching U.S. History:

10. Number of teachers which are ICSS members:

11. Number of teachers which are NCSS members:

12. Do you want a copy of the research results: Yes No

13. Briefly describe your department's basic structure, organization, and/or approach concerning the teaching of United States History.

INDIVIDUAL TEACHER QUESTIONNAIRE

This questionnaire is designed to gather data on the teaching of United States History. Please answer the questions as they apply to your individual classroom. No attempt will be made to judge teaching nor compare and contrast of individuals or schools will occur. Your response is vital to the acquisition of needed data for the research study. Complete one questionnaire for each U.S. History teacher.

I. TEACHER TRAINING

1. Number of years taught:
2. Number of years teaching U.S. History:
3. Licensed areas
   - A. Social Studies Yes No Major Yes No Minor Yes No
   - B. U.S. History Yes No Major Yes No Minor Yes No
   - C. Other Yes No List area:
4. Approximate hours of U.S. History: Semester or Quarter
5. Degree: BA MA Doctorate
6. Periods of U.S. History you teach daily:
7. Do you coach: Yes No
8. ICSS member: Yes No
9. NCSS member: Yes No

II. TEXTBOOK AND CURRICULUM MATERIALS

1. Textbook used:
2. Copyright date:
3. Ancillary materials
   - A. Workbook usage: Yes No
   - B. Outside books: Yes No
   - C. Outside readings: Yes No
   - D. Others (list)

III. CURRICULUM CONTENT AND STRUCTURE

1. Briefly describe the structure, organization, and/or focus of your U.S. History class.

2. Materials taught: A. chronologically B. topically C. reversed
3. 1st Semester areas of study
   - A. Where do you generally begin:
   - B. Where do you generally finish:
   - C. Any specific area(s) of intense work:
4. 2nd Semester areas of study
   - A. Where do you generally begin:
   - B. Where do you generally finish:
   - C. Any specific area(s) of intense work:

5. Amount of textbook usage: 100% 90 80 70 60 50 40 30 20 10 0

6. Reliance upon the textbook supplementary materials: 100% 90 80 70 60 50 40 30 20 10 0

7. Types of supplementary materials and usage:

A. Workbook	100%	90	80	70	60	50	40	30	20	10	0
B. Chapter handouts	100%	90	80	70	60	50	40	30	20	10	0
C. Outside readings	100%	90	80	70	60	50	40	30	20	10	0
D. Projects	100%	90	80	70	60	50	40	30	20	10	0
E. Book reports	100%	90	80	70	60	50	40	30	20	10	0
F. Maps	100%	90	80	70	60	50	40	30	20	10	0
G. Writing activities	100%	90	80	70	60	50	40	30	20	10	0
H. Other(s) list											

8. Amount of curriculum materials created by you as a teacher: 100% 90 80 70 60 50 40 30 20 10 0

IV. TEACHING TECHNIQUES

1. Lecture	100%	90	80	70	60	50	40	30	20	10	0
2. Class discussion	100%	90	80	70	60	50	40	30	20	10	0
3. Question & answer	100%	90	80	70	60	50	40	30	20	10	0
4. Small groups	100%	90	80	70	60	50	40	30	20	10	0
5. Film	100%	90	80	70	60	50	40	30	20	10	0
6. Filmstrip	100%	90	80	70	60	50	40	30	20	10	0
7. VCR	100%	90	80	70	60	50	40	30	20	10	0
8. Inquiry	100%	90	80	70	60	50	40	30	20	10	0
9. Simulation	100%	90	80	70	60	50	40	30	20	10	0
10. Other(s) list											

11. About how much of the time do you give homework assignments 100% 90 80 70 60 50 40 30 20 10 0

V. EVALUATION

1. Do you generally: A. create your own tests
   B. utilize textbook test from company

2. Percent of grade computed by:

A. Tests	100%	90	80	70	60	50	40	30	20	10	0
B. Homework	100%	90	80	70	60	50	40	30	20	10	0
C. Reports or projects	100%	90	80	70	60	50	40	30	20	10	0
D. Quizzes	100%	90	80	70	60	50	40	30	20	10	0
E. Class participation	100%	90	80	70	60	50	40	30	20	10	0
F. Other(s) List											

3. Briefly comment upon the role of homework in your U.S. History class:

4. Briefly list the types of questions you use on a typical test.

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